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ABSTRACT

This report documents the evaluation of Project Unity, a New York City short-term teacher inservice training program designed to improve teacher competence in providing instruction to children of limited English proficiency (LEP). The Project served a total of 119 teachers of LEP students in both special and general education classes in 18 elementary or junior high schools. The year under review stressed implementation of programming. Project teachers participated in a seminar series presented by experienced consultants. The seminars focused on the selection and development of a collaborative model for each school and serving bilingual students through mainstreaming, curriculum and instructional adaptations, individualizing instruction, increasing multicultural awareness, and consultation between general and special education teachers. Data were collected through the use of a Likert-like scale and field visits made by an OREA evaluation consultant. Results indicated the Project met all its objectives. Based on the evaluation's findings, several recommendations were made and are included in this report. Materials distributed to participants, Likert Scales, and observations by the OREA consultant are appended. (LL)

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OREA Report

Project Unity
Short-Term Training Program Grant T003V10015
FINAL EVALUATION REPORT
1992-93

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Project Unity
Short-Term Training Program Grant T003V10015
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

Project Unity was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its second year of operation in 1992-93. The project was designed to improve teacher competence in providing instruction to children of limited English proficiency (LEP), some of whom were certified to receive special education services. The first year of the program was devoted to developing an awareness of the needs of the targeted population, and the year under review stressed implementation of programming.

In the year under review, Project Unity served a total of 119 teachers of LEP students in both special and general education classes in 18 schools in six Community School Districts (C.S.D.s), an increase of 32 teacher-participants and 3 C.S.D.s over the previous year.

Project teachers participated in an initial two-hour plenary session followed by a seminar series. The series focused on the selection and development of a collaborative model for each school and a presentation linking language and culture. Other seminars were devoted to school-based models for different levels of language proficiency, serving bilingual students through mainstreaming, curriculum and instructional adaptations, individualizing instruction, multicultural awareness, and relationships between general and special education teachers.

All seminars were presented by experienced consultants. Subsequent to each seminar, the teachers shared information about their community, school, and students and created an action plan for their individual school. In addition, support meetings were provided for those teachers desirous of them, and project staff made field visits to teachers to discuss problems, plans, and progress. A final conference, the Sharing Institute, was held on May 22, 1993.

The project met all of its objectives.

The conclusions, based on the findings of this evaluation, lead to the following recommendations to the project:

- Encourage active participation by school administrators in Project Unity schools.
- Schedule meeting times for Project Unity team (e.g. common preps) when school program is prepared.
- Explore the possibility of some of the sites acting as models.
- Seek to establish greater participation by district representatives.

- Videotape the workshops for the benefit of those not present at the Sharing Institute.

- Apprise teachers of activities of the collaborative team through reports presented at faculty conferences and in newsletters.

ACKNOWLEDGEMENTS

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded Short-term Training Program, Project Unity.

PROJECT CONTEXT

The project provided staff development and support for 119 teachers at a total of 18 schools in Community School Districts (C.S.D.s) 5 in Manhattan, 9 in the Bronx, 15 and 17 in Brooklyn, and 24 and 27 in Queens. (See Table 1.)

The C.S.D. 5 community was made up mostly of African-Americans. In C.S.D. 9, Latinos and African-Americans constituted most of the community, and a small number of European-Americans made up the balance. C.S.D. 15 was a mix of Latinos and European-Americans. C.S.D. 17 was heavily African-American, predominantly of Haitian origin. C.S.D. 24 was primarily Latino, with a small percentage of African-Americans and a still smaller percentage of European-Americans. C.S.D. 27's population was primarily Latino.

Families at the poverty level in the six C.S.D.s ranged from 68.4 percent to 100 percent, with half of the participating schools having a poverty-level rate of over 90 percent.

School buildings ranged from new to very old (100 years), but classrooms observed by the OREA evaluation consultant were clean, bright, and decorated with students' work.

TABLE 1

Teachers Participating in Project Unity

School and Borough	C.S.D.	Grade Level	Number of Teachers
J.H.S. 43M	5	7-9	6
C.E.S. 2X	9	K-6	3
C.E.S. 58X	9	K-6	6
C.E.S. 114X	9	K-4	8
C.I.S. 147X	9	6-8	5
C.E.S. 229X	9	K-4	7
P.S. 27K	15	PK-6	4
J.H.S. 136K	15	6-9	4
I.S. 61K	17	6-8	10
P.S. 138K	17	1-6	6
P.S. 189K	17	K-8	5
P.S. 316K	17	K-5	8
P.S. 340K	17	4-5	8
P.S. 399K	17	K-5	10
P.S. 14Q	24	K-5	10
P.S. 19Q	24	K-5	8
P.S. 90Q	27	K-6	6
P.S. 215Q	27	K-5	5

PARTICIPANT CHARACTERISTICS

Project Unity served 119 bilingual and monolingual general and special education teachers who had LEP or former LEP students in their classes. All of the participants made a commitment to form a team in their home school and set up a collaborative model (see Table 2 for types of models), to establish and work toward meeting a set of goals, and to participate in the Sharing Institute at the end of the year.

Needs Assessment

Before instituting the project, the project director conducted a needs assessment by reviewing reports on many different workshops and conferences dealing with the training of special education and general education teachers of LEP students. The data obtained indicated several primary needs: 1) to provide collaborative training; 2) to focus on knowledge and skills concerning LEP students' linguistic diversity; 3) to show how multicultural awareness impacts on cross-cultural instructional strategies; and 4) to develop mutual respect among bilingual and monolingual teachers of general and special education students.

PROJECT OBJECTIVES

- At the initial Collaborative Models Development Session, Project Unity participants will receive information on collaborative planning.
- At the initial Collaborative Models Development Session, Project Unity participants will receive information on language diversity and levels of language proficiency.
- By the conclusion of the first session, Project Unity school teams will have selected the collaborative model they want to develop and will complete the first section of the outline.

TABLE 2

Collaborative Models, by School

School	C.S.D.	Collaborative Model
J.H.S. 43M	5	Professional
C.E.S. 2X	9	Professional
C.E.S. 58X	9	Instructional
C.E.S. 114X	9	Curricular
C.I.S. 147X	9	Professional
C.E.S. 229X	9	Professional Instructional
P.S. 27K	15	Professional
J.H.S. 136K	15	Professional
I.S. 61K	17	Professional
P.S. 138K	17	Instructional
P.S. 189K	17	Curricular
P.S. 316K	17	Professional
P.S. 340K	17	Curricular
P.S. 399K	17	Professional
P.S. 14Q	24	Instructional
P.S. 19Q	24	Curricular
P.S. 90Q	27	Instructional
P.S. 215Q	27	Curricular

- At the second Collaborative Models Development Session, Project Unity participants will receive information on multilingual/multicultural education related to the needs of students in their school and district community.

- At the second session of Project Unity, school teams will develop Part II of the model outline.

- At the third Collaborative Models Development Session, Project Unity participants will receive information on curriculum alignment for bilingual and LEP students as well as techniques for adapting curriculum and instruction to facilitate the mainstreaming process.

- By the conclusion of the third session, Project Unity school teams will complete their Action Plans (Part III of the model outline).

- Project Unity school teams will pilot their models, conduct action research, and complete the "Reflections on the Group Process" section of the model.

- All Project Unity teams will present their models at the Sharing Institute.

PROJECT IMPLEMENTATION

At the start of the project, the project director contacted district superintendents to identify schools for project participation. The project provided a series of developmental and summative conferences, field meetings, and the services of the Board of Education of the City of New York's Division of Bilingual Education (D.B.E.) and the Multifunctional Research Center (MRC) at Hunter College. It also offered support to participants and afforded an opportunity for networking.

At each site, teacher participants worked together to accomplish their particular goals within the parameters of Project Unity. They received support from the principal and other supervisors at the school as well as from district staff.

The participants attended a two-hour plenary orientation session and the first part of a nine-hour seminar series. The purpose of the seminar series was to select and develop a collaborative model for each school. The second and third parts of the seminar series consisted of two after-school sessions of three hours each. These were held in the various districts. Sessions focused on collaborative, school-based models for different levels of language proficiency; serving bilingual students through mainstreaming; curriculum and instructional adaptations; individualization of instruction; multicultural awareness; and the interrelationship between teachers serving bilingual LEP students in special and general education. In addition, there was an informal sharing and workshop development session.

Materials , Methods, and Techniques

Project Unity used a number of strategies, methods, and techniques to promote staff development in the collaborative process, including:

- large-group professional development seminars with consultants or staff developers acting as lecturers and discussion leaders sharing their experiences;
- support groups to provide opportunities to discuss progress and problems and share materials;
- field visits to sites by the project director and support staff at the request of individual schools;
- school intervisitation;
- sharing sessions; and
- a teacher-researcher support group.

During the summer of 1993, a group of Project Unity team members assisted in developing descriptions of models, a list of challenges and possible solutions, and topics for further study and research.

See Appendix A for a list of materials distributed to participants.

Capacity Building

Those team members who had participated in the project's first year acted as mentors in the participating C.S.D.s.

Staff Qualifications

Title VII staff. Title VII funded eight trainers and two per-session consultants and partially funded (75 percent) an office aide, the rest of whose salary was paid by the D.B.E. (See Table 3 for a description of degrees and language competencies.)

TABLE 3

Project Staff Qualifications

Title	Degree	Language Competency
Trainers 8	Ph.D. 1 M.S. 7	Spanish 5 Haitian 2 Chinese 1
Consultants 2	Ph.D. 2	Spanish 2
Office Aide 1	High School	Spanish 1

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Teacher trainer responsibilities included serving as facilitator for the teams at all training and collaborative model workshops, trainers also helped the teams prepare their presentations for the Sharing Institute.

Per-session consultants served as resources at the Project Unity training and collaborative model development sessions. They addressed topics on collaborative school-based models, adapted curriculum for special education LEP students, and advised on mainstreaming and multicultural approaches. They also visited school teams and advised them on their collaborative models.

The office aide prepared correspondence, training agendas, and materials, assisted in making arrangements with participating C.S.D.s for training and collaborative model development, and coordinated scheduling arrangements with all teams.

Other staff. Other staff working with project participants included the project director (paid with tax-levy monies) and three outside consultants from the D.B.E. and MRC. (See Table 4 for a description of their degrees and language competencies.)

TABLE 4

Other Staff Working with Project Participants

Title	Degree	Language Competency
Project Director	Ph.D.	Spanish
Consultants 3	Ph.D.	Spanish 1 Haitian 2

The project director's responsibilities included implementing the program, planning the staff development activities with trainers and consultants, purchasing materials, and providing data for evaluation. The consultants served as resources at the Project Unity training and Collaborative Model Development sessions. They addressed the topics of collaborative school-based models, curricular adaptations for special education students, English as a second language (E.S.L.), mainstreaming LEP students, and multicultural approaches. They also assisted by visiting the school teams and compiling the Collaborative Models which they had developed.

Length of Time Participants Spent in Program

While this was the first year of participation for many, some teachers had participated both years of the project.

II. EVALUATION METHODOLOGY

INSTRUMENTS OF MEASUREMENT

OREA developed and distributed a questionnaire that measured participating teachers' reactions to the Collaborative Models Development Sessions and the Sharing Institute. The questionnaire was in the form of a five-point Likert scale where a five indicated superior quality. (See Appendix B.)

DATA COLLECTION

To gather qualitative data, an OREA evaluation consultant observed a support session and made several field visits where he observed Project Unity participants planning activities and discussing their progress and problems. The evaluation consultant also attended the Sharing Institute and several workshops. (See Appendix C for detailed descriptions.)

III. FINDINGS

PARTICIPANTS' PROGRESS

Project Unity carried out all the activities specified in its original design. Training seminars covered such topics as collaborative school-based models for different levels of language proficiency and serving bilingual students through mainstreaming. Support meetings provided a forum for the discussion of problems and the sharing of ideas. Field visits provided on-site assistance. The project arranged for a final wrap-up meeting, the Sharing Institute, to afford participants the opportunity to discuss their experiences and provide input.

First Collaborative Model Development Session

This session was held at Hunter College on November 7, 1992, and was co-sponsored by the D.B.E. and MRC.

Project Unity's objectives for this first session were:

- At the initial Collaborative Models Development Session, Project Unity participants will receive information on collaborative planning.
- At the initial Collaborative Models Development Session, Project Unity participants will receive information on language diversity and levels of language proficiency.
- By the conclusion of the first session, Project Unity school teams will have selected the Collaborative Model they want to develop and will complete the first section of the outline.

At the end of this session, 98.6 percent of the 73 Project Unity respondents rated its quality at either four or five (indicating superior quality on the five-point Likert scale). All 73 Project Unity participants indicated they had received

information on collaborative planning, on first- and second-language acquisition, the cultural impact on the language acquisition process, and the application of language acquisition theory to classroom instruction (which included language diversity and levels of language proficiency). All but one participant reported having completed Part I of the model outline.

The project met its three objectives for the first Collaborative Models Development Session.

Second Collaborative Models Development Session

In order to accommodate the needs of the six participating C.S.D.s, the second Collaborative Models development session was offered at various sites and times.

Project Unity proposed the following objectives for the second Collaborative Models Development Session:

- At the second Collaborative Models Development Session, Project Unity participants will receive information on multilingual/multicultural education related to the needs of students in their school and district community.
- At the second session of Project Unity, school teams will develop Part II of the model outline.

A total of 96.1 percent Project Unity respondents rated the quality of the sessions at either four or five on the five-point Likert scale.

Over 97 percent of the Project Unity respondents said they had received information from their district on bilingual/English as a second language (E.S.L.) programs and on special education programs for LEP students, including

multicultural education. Most of the participants (92.3 percent) indicated they had completed development of Part II of the collaborative outline.

The project met both objectives for the second Collaborative Models Development Session.

Third Collaborative Models Development Session

The third session, like the second, was offered to individual districts on dates and in places that met participants' needs. Over 88 percent of the Project Unity respondents rated the quality of this session at either four or five on the five-point scale.

Project Unity's objectives for this session were:

- At the third Collaborative Models Development Session, Project Unity participants will receive information on curriculum alignment for bilingual and LEP students as well as techniques for adapting curriculum and instruction to facilitate the mainstreaming process.
- By the conclusion of the third session, Project Unity school teams will complete their Action Plan (Part III of the model outline).

Over 97 percent of the participants indicated they had received information on curriculum alignment for bilingual and LEP students and techniques to facilitate mainstreaming. All of the Project Unity school participants indicated that their teams had completed their respective Action Plans.

The project met its third session Collaborative Models development objectives.

The Sharing Institute

All 18 participating sites offered workshops at the Sharing Institute, held at the Equity Assistance Center at New York University on May 22, 1993. Attendees received programs with a brief description of each workshop, e.g.:

> *Our team will describe how our professional development model expanded in the second year of Project Unity through workshops and teacher exchanges to meet the needs of the LEP students.*

Project Unity proposed two objectives for the Sharing Institute:

- Project Unity school teams will pilot their models, conduct action research and complete the "reflections on the group process" section of their model.
- All Project Unity teams will present their models at the Sharing Institute.

At the Sharing Institute, 87.3 percent of the project participants responded that they had completed their "Reflections on the Group Process," piloted their models, and conducted action research. All of the respondents indicated they had presented their models at the Sharing Institute. Ninety-three percent rated the quality of the Sharing Institute at either a four or a five on the five-point scale.

Project participants made a number of suggestions to make the implementation of the Unity Collaborative Model more effective. These included: 1) greater participation by school administrators; 2) scheduling team meetings during the day (e.g. common prep periods) to ensure greater collaboration by team members; 3) providing an opportunity to see all the workshops presented at the Sharing Institute; and 4) involving more teachers with the Unity Collaborative Model.

The project met both of its Sharing Institute objectives.

Fourth Collaborative Models Development Session

At the request of Project Unity participants, an additional workshop was offered beyond the three originally planned. At this extra session, 48 participants received information about developing, organizing, and presenting workshops at their schools and infusing issues of bilingualism and limited English proficiency into workshops. Forty-six attendees (95.8 percent) shared information on the progress of their 1992-93 Project Unity Model Action Plan; 44 (91.7 percent) completed a draft of a model workshop incorporating bilingual and LEP issues; and 44 (91.7 percent) completed a description of another school's model and offered at least two strategies that their team could use.

At the end of the session, 97.9 percent of the 48 respondents rated the quality of the session at either four or five on the five-point Likert scale.

CASE HISTORIES

(1) A bilingual special education teacher in a school where the principal was not very supportive was able to interest more colleagues in joining the project. He became the team coordinator in its second year, and his commitment and ability to reach out to staff helped the team to grow and to produce a curriculum project that could be adapted by all staff working with LEP students.

(2) A first year monolingual (English) teacher was resourceful in teaming up with a bilingual teacher in working out a curriculum project.

(3) A monolingual U.F.T. Chapter Leader and member of the School-Based Management/Shared Decision Making (SBM/SDM) team worked with bilingual staff and the principal to develop joint class projects and exchanges between teachers. This team presented a workshop at the Brooklyn/Queens SBM/SDM conference on how Project Unity complemented SBM/SDM goals.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

The project met all of its objectives.

MOST AND LEAST EFFECTIVE COMPONENTS

Project Unity's most effective component was its individualization of programming to meet C.S.D. needs.

The least effective components were the limited participation of administrators in the project and the restricted opportunities participants had to share ideas and experiences.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Encourage active participation by school administrators in Project Unity schools.
- Schedule meeting times for Project Unity team (e.g. common preps) when school program is prepared.
- Explore the possibility of some of the sites acting as models.
- Seek to establish greater participation by district representatives.
- Videotape the workshops so that participants not present at the Sharing Institute can see them.
- Apprise teachers of activities of the collaborative team through reports presented at faculty conferences and in newsletters.

APPENDIX A

Materials Distributed to Program Participants

Title	Author	Publisher	Date
Empowering Minority Students	J.Cummins	CABE	1989
The Multicultural Classroom: Readings for Content Area Teachers	P. Richard Amato M.A. Snow	Longman	1992
A Common Sense Guide to Bilingual Education	J. Lessow-Hurley	A.S.C.D.	1991
Language Minority Students with Disabilities	L.M. Baca E. Almanza	Council for Exceptional Children	1991
Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions	A. Ortiz and B. Ramirez (Eds.)	Council for Exceptional Children	1988
Flyer File on Culturally and Linguistically Diverse Exceptional Learners	*	Council for Exceptional Children	1991
Meeting the Needs of Culturally and Linguistically Different Students–A Handbook for Educators	Sandra H. Fradd M. Jeanne Weismantel	Pro-Ed	1989
Bilingual Education and Bilingual Special Education - A Guide for Administrators	Sandra H. Fradd William J. Tikunoff	Pro-Ed	1987
Affirming Diversity: The Sociopolitical Context of Multicultural Education	Sonia Nieto	Longman	1992

*Information not provided by the project.

APPENDIX B

BILINGUAL, MULTICULTURAL AND EARLY CHILDHOOD EVALUATION
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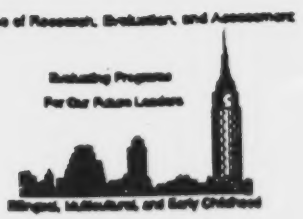
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Program: Project Unity

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First Project Unity Conference and Collaborative Models Development Session – November 7, 1992

Please answer question 1 through 5 with "Y" for YES, "N" for NO, in the boxes to the right.

At the Project Unity Collaborative Models Development Session:

1. Did you receive information on first and second language acquisition? ☐ 3

2. Did you receive information on how culture impacts on the language acquisition process? ☐ 4

3. Did you receive information on how language acquisition theory can be applied to classroom instruction? ☐ 5

By the conclusion of the first Collaborative Models Development Session:

4. Have Project Unity teams selected the Collaborative Model they wish to develop? ☐ 6

5. Have Project Unity school teams completed Part I of the model outline? ☐ 7

What is your overall assessment of the first Collaborative Models Development Session?

Poor quality ☐ ☐ ☐ ☐ ☐ Superior quality ☐ 8
1 2 3 4 5

Thank you for your cooperation.

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APPENDIX C

Observations by the OREA Consultant

The Sharing Institute, a Culmination of Project Unity
New York University, May 22, 1993

The conference convened in the auditorium. Participants were welcomed by Mr. Andrés Rodriguez (Center Director, Bilingual Program Development and Improvement, Division of Bilingual Education, Board of Education of the City of New York), Dr. Frances Segan (Project Director), Dr. Dennis Sayres (Director, Bilingual Education, New York University), Dr. Nancy Lemberger (Project Associate, MRC), Dr. Carol Berotte Joseph (Director, Office of Student Services, School of Education, City College), and Mrs. Jeanette Marin (Project Coordinator, Equity Assistance Center, Region B).

The registrants received copies of several publications, including "Meeting the Needs of Culturally and Linguistically Different Students."

Mr. Rodriguez indicated that one of the benefits of the project was the development of friendships and open-mindedness. Dr. Joseph noted that a Haitian Bilingual Education Technical Assistance Center (HBETAC) was available nearby. Dr. Segan announced that Dr. Tang headed the Chinese Asian Bilingual Education Technical Assistance Center (CABETAC) and then gave an overview of The Sharing Institute including the timetable for each school's workshop.

The OREA consultant documented the following presentations, which were representative of the many offered.

Presentation by Team from PS 27K

The Project Unity participants, using a number of visual aids in their presentation, reviewed the process employed to initiate, develop, and incorporate Project Unity into SBM/SDM. SBM/SDM had resulted in school restructuring and new schoolwide projects. The whole language approach to reading, for example, had been instituted.

The dual language program began in February 1993. Some starting points agreed on for the recruitment and selection of teachers were: 1) ability and willingness, 2) sensitivity to special needs, and 3) understanding the curriculum (having previous experience in teaching E.S.L. in the content areas).

Provisions had been made for common preparation periods and regular meetings had been put on the calendar. *Somos Amigos* was chosen as the model to introduce Spanish in kindergarten through second grade. Teachers were given help with classroom management and intervisitation was arranged. Parents were kept informed about what was happening. Information and techniques were disseminated through personal contact. Problems were most often external, involving school facilities, district programming, etc.

Presentation by Team from I.S. 61K

The room was decorated as a tribute to Mother's Day, with banners, greeting cards created by the students, dioramas, and floral arrangements.

The principal spoke of the ethnic diversity of the school and pointed out that all of the school's departments worked together. Project Unity students produced a

booklet called "SCRAPS," with material about trips to places like City Hall, and a recipe book representing many different dishes that culminated in an international dinner in June. One of the teachers spoke on how impressed she had been when she arrived at the school in mid-year and observed the collaboration among the staff and students. The Modified Instructional System (MIS) V curriculum was upgraded to include regular curriculum and survival skills.

Presentation by Team from C.E.S. 229X

Charts, a display of children's work, and slides were used by the team in their presentation of activities used to bring staff, children, and the community together. Some difficulties noted were the lack of a regular meeting time, the fact that a number of project members had different visions, and the lack of strong leadership. In 1991-92, this group had selected the curriculum development model, but in the second year, they used the professional model. They organized a Project Unity Breakfast and invited an alumnus to speak. They focused on a five-day spring festival and set up a meeting each month to plan for it. They hoped to make it an annual event.

Participants saw a need to determine areas of expansion in the coming year, when they would offer educators and parents the opportunity to examine and share evolving attitudes and practices in multiculturalism and the education of LEP students.

Other Project Unity Meetings

Large district conferences were held throughout the year, as well as support groups and field meetings.

The support group meetings were open to all project participants to air their special problems and share their experiences. The meetings also provided an opportunity for the project director and presenters to offer new information, informally assess progress, and provide additional materials.

The field meetings were held at specific project school sites. The school project team met with the project director and support staff to discuss their progress, present examples of outcomes, review individual plans, and indicate how they would contribute at the Sharing Institute.

The OREA consultant attended a Hunter College Support Meeting on April 27, 1993. The presenters included Dr. Nancy Lemberger and Dr. Frances Segan. Dr. Segan distributed copies of the book, *Meeting the Needs of Culturally and Linguistically Different Students*. The agenda included an updating of the progress of the projects at the sites represented by the teacher-attendees and discussion of the presentations to be made at the Sharing Institute.

In response the question, "How were things different than last year?", the group indicated that for those who were in the project for the second year, things went more smoothly. Team members had learned to work together more effectively and were able to do more things on their own. Sharing strategies was successful in countering the "you *vs.* us" attitude. As each teacher gained confidence, tensions

were reduced, and togetherness was fostered. Misconceptions came to light and were corrected.

Some of the successful activities in the previous year included a "Fair of the Countries," the use of videotapes of events to act as records and as a sharing mechanism, and a series of regular workshops planned by the teams with support from the school and/or district office.

Dr. Segan explained how the Sharing Institute was organized. The morning was divided into three time periods and the afternoon into two; teams were to be assigned to one of the time slots for their presentation. The rest of the day, teams could visit other presenters, and in this way sharing would be effected.

One of the goals of The Sharing Institute was to focus on "Reflections on the Group Process," reactions to the year's activities and accomplishments, and looking to the future.

Discussion followed on the Fair, video productions, E.S.L. through music and mathematics, "People as Resources," teaching a second language to teachers, parents sharing in planning events, art and dance festivals, a multicultural parade, "Puerto Rican Discovery Day," and poetry, recipe books, etc. for multicultural activities.

At the end of the session, participants filled out evaluation surveys.

Observation of I.S. 147 Bronx, May 14, 1993 8:00 a.m.

Present were an assistant principal who chaired the meeting, the project director, a bilingual teacher, two special education teachers, and the OREA evaluation consultant.

Dr. Segan spoke about the Sharing Conference, the guidelines for which had been sent out to the schools earlier. She reminded the group that their presentation was to be done as a team and should include "reflections." She called for a two- or three-sentence statement describing each project to be distributed to the conference attendees. She also suggested that someone from the team bring along a camera to take pictures at the conference.

In response to Dr. Segan's question about changes in the second year of the project, the group's chairperson explained that they were using the professional development model instead of the instructional model that they had used the previous year. She referred to a folder that contained the dates and agendas of a series of meetings held on a weekly basis. She indicated that the school had a special education trainer who had participated in the development process. She reported on the helpfulness of the administration in programming and told of how one of the project members at the school had been able to obtain bilingual dictionaries.

Dr. Segan explained that it would appear that Project Unity would be funded for a third year beginning October 30, 1993. In considering plans for I.S. 147 for the third year, a number of possibilities were discussed, including trying a third model or

expanding the present model. Dr. Segan pointed out that C.S.D. 9 had many other initiatives and that Project Unity was tied in with that of SBM/SDM.

Dr. Segan concluded by referring once again to the Sharing Institute and indicated that one particularly valuable thing to do was to not only point out positives and negatives but to discuss what had been done or could be done to overcome the negatives.